



**AISB**

AMERICAN INTERNATIONAL  
SCHOOL OF BUDAPEST

The American International School of Budapest (AISB) seeks to appoint an Elementary Counselor.

### **The American International School of Budapest**

Founded in 1973, AISB is a private, non-profit educational institution. It is accredited by the Council of International Schools (CIS), and the Middle States Association of Colleges and Schools (MSACS.)

AISB is an International Baccalaureate (IB) World School and offers the Diploma program in addition to the American High School Diploma. AISB's basic tenet is to offer an international education through an American pedagogical approach, which highlights critical thinking skills, creativity and inquiry-based learning.

The School is a member of Central and Eastern European School Association (CEESA), Sports Council of International Schools (SCIS), International Baccalaureate (IB) and the International Schools Theatre Association (ISTA).

AISB occupies a single campus of 13.3 hectares on the northern outskirts of Budapest. The Middle/High School building houses 51 classrooms, library, cafeteria, computer rooms, double-sized gymnasium, single-size gymnasium, 25-meter swimming pool, 350-seat theatre, and performing and visual arts facilities. The Elementary building has 27 classrooms, library, cafeteria, computer rooms, double-size gymnasium and performing and visual arts facilities. On the grounds there are 2 soccer fields, an athletics track with lights, 4 lighted tennis courts and a basketball court.

AISB has a very strong Student Support Program, and Service Learning Program running throughout the entire school. AISB graduates are welcomed each year to a broad range of the World's most selective colleges and universities.

### **Governance**

AISB is governed by an 11 person Board of Trustees who are elected or appointed for two-year terms up to a maximum of 6 years' tenure.



## School Mission, Vision and Values

### MISSION

We empower our learners  
to build their futures  
and contribute  
to a better world.

### VISION

[Under Development]

### VALUES

Excellence, Wellbeing, Inclusion, Growth, Global Citizenship

We pursue **EXCELLENCE** in all that we do.

We uphold high standards and act with integrity.

We invest in ourselves and take pride in our pursuits.

Our resilience is built through failure, perseverance, and achievement.

We promote **WELLBEING** so people flourish\*.

\*flourish - verb (SUCCEED)

We define flourish as reaching the highest levels of personal attainment, coupled with the highest levels of wellbeing.

We flourish when we have a purpose and feel safe, valued, and connected.

We emphasize kindness to ourselves and each other.

We are at our best when we maintain a healthy balance in our lives.

We design learning that challenges each individual to **GROW**.

Each of our learners is supported and stretched to reach their fullest potential.

Learning is about continuous adaptation and growth; it brings joy and meaning to our lives.

Learning is engaging when it is relevant and authentic.

We commit to **INCLUSION**\* so that everyone belongs.

\*Inclusion - noun

At AISB, inclusion means that everyone is seen, heard and valued.

We create a learning environment where individual needs are prioritized, so everyone has access to all that AISB has to offer. We



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want everyone to feel connected and see their identity, culture, and beliefs valued in our community.

Our diversity is our strength. Each and every voice matters.

We respect and embrace our uniqueness, ensuring equity and access for all our students.

We are a caring community where everyone can find their place now and always.

We develop **GLOBAL CITIZENS** to make a positive impact together.

We act because we care.

We achieve more when we work together towards a more sustainable future.

We empower our learners to be catalysts of positive change in our community and beyond.

### **Enrollment**

Current enrollment is 909 (ES: 368; MS: 232; HS: 309) there are 60 nationalities in the school with the top three being American (20%), Hungarian (19%), and Chinese (14%).

### **Faculty**

In the 2021-22 school year, there are 114 full-time and 3 part-time faculty. 46% of faculty are U.S. citizens, 15% are Canadian, 14% are British. The remaining 25% of the faculty are from 12 other countries.

### **Non-Discrimination Policy**

AISB does not discriminate on the basis of race, color, religion, national or ethnic origin, sexual orientation, age, sex or marital status in its educational programs, activities, and services or its employment practices.



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**Title:** Elementary Counselor (Multiage through Grade 5)

**Reports To:** Elementary Administration and Director (as needed)

**Position Overview:**

The counselor reports directly to the Elementary Administration. Their primary function is to facilitate the development of the student in the social-emotional domain of his/her growth. The counselor works collaboratively with all faculty, staff, parents, and students to effectively implement the curriculum and strive to ensure all interactions meet the needs of all students in line with the mission, vision and values of the school.

**Qualifications and Experience:**

Personal Attributes

- Establishes cooperative and collaborative working relationships with leadership, faculty, staff, students, and parents
- Illustrates organizational and time-management skills
- Accepts and manages change effectively
- Openly accepts and considers different perspectives
- Maintains a solution-based approach to problem-solving
- Demonstrates initiative and follow through
- Engages in professional inquiry for personal and collegial growth
- Demonstrates a solid knowledge of pedagogic practice
- Communicates effectively, in English, both in written and oral form

Knowledge

- Familiarity with ISCA standards
- Is up-to-date on current best practice and actively incorporates it into the social-emotional learning experience
- Demonstrates a concrete understanding of children's developmental stages
- Is fluent in a second language (desired, ideally one of our top demographics)

Degrees and Qualifications

- Holds a valid teaching degree (or equivalent) (Masters desired)
- Holds a valid Counselor degree (or equivalent) (Masters desired)

Skills and Experience

- Recent experience working with elementary-aged students (preferably across multiple grade levels)
- Experience regularly collaborating with colleagues to provide an authentic and meaningful learning experience for students
- Passion for leading change through a collaborative, co-teaching



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approach

- Demonstrates effective documentation practice
- Evidence of ongoing professional development and demonstration of best practice in social-emotional education and child safeguarding practices
- Technology literate current trends in the field of technology and innovation
- Effectively implements differentiation strategies to meet the needs of the students
- Professional and proficient communication with colleagues, parents, and students in English

### **Key Responsibilities:**

#### **Social Emotional Learning (SEL)**

- Aligns the SEL program with ISCA standards
- Effectively navigates onsite, hybrid, distance learning or a combination of any of the three
- Assist teachers and students in creating a safe and positive learning environment integrating into the grade level curriculum where authentic and appropriate
- Coordinates and implements individual and group counseling based on identified needs
- Supports the positive transition of new and withdrawing students
- Collaborates with the principals and counselors across divisions to ensure consistency and care for students transitioning across divisions

#### **Child Safeguarding**

- Assist students in developing their independence and social skills by modeling appropriate language, interactions, and positive behaviors at all times.
- Assist in school crisis management
- Is responsive to the needs of students, faculty, staff, and parents
- Report observations and incidents (e.g. accidents, fights, appropriate and/or inappropriate social behavior, violations of rules, safety conditions, etc.) relating to specific students for the purpose of communicating information to appropriate personnel
- Conduct ongoing teacher and parent inservice on child safeguarding
- Lead ongoing lessons focused on personal safety, wellbeing, and self advocacy
- Manage student behavior in alignment with our child safeguarding policy
- ensures all actions align with the legal requirements of the host country



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**Collaboration:**

- Collaborate effectively with
  - the through-school counseling team to ensure cross-divisional alignment
  - the Elementary Principal, Assistant Principal, the student support team, and parents to ensure appropriate support and strategies are in place

**Professional Growth**

- Continue professional growth through regular attendance at workshops, seminars, conferences, and/or advanced coursework at institutions of higher learning.
- Attend faculty, committee, and team conversations as required to reflect on and refine teaching and learning practices.

**Professional Responsibilities**

- Support and adhere to the mission, vision, and values of AISB, as well as board policies, administrative procedures, and school regulations, and support each of these to the community-at-large.
- Maintain appropriate work habits, including regular and punctual attendance and appropriate use of time.
- Attend, support, and participate in assemblies, after school activities, and special events (divisional and school-wide).
- Establish and maintain collaborative relationships with members of the school community.
- Perform additional duties effectively (during and outside the regular school day) as requested by the administration

*AISB takes child safeguarding measures seriously.  
Appointments are subject to satisfactory enhanced criminal checks.  
AISB is an equal opportunity employer.*